



# ORU – Evidence Gathering Teams (EGT) Course Session Plan

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| <b>Program Name:</b><br><i>Public Order Evidence Gathering Team (EGT) Course</i>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                        |
| <b>Centre of Learning/Unit (Session Owner):</b><br><i>Operations Support Division</i>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Centre of Learning/Unit (Session Deliverer):</b><br><i>Operations Response Unit</i> |
| <b>Session Name:</b><br><i>HALTAO – Video Capture Techniques</i>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                        |
| <b>Session Duration:</b> <i>45 mins</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Session ID:</b> <i>Session Ten</i>                                                  |
| <b>Delivery Location:</b> <input type="checkbox"/> Academy <input checked="" type="checkbox"/> Other (specify): <i>ORU Training Room (Classroom)</i>                                                                                                                                                                                                                                                                                                                                         |                                                                                        |
| <b>Author Name:</b> <input type="text" value="33(1)"/>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>V or VP Number:</b> <input type="text" value="33(1)"/>                              |
| <b>Aim:</b> To provide learners with the knowledge and skills required to enhance their ability using video camera through new techniques and/or improving current skills                                                                                                                                                                                                                                                                                                                    |                                                                                        |
| <b>Learning Outcomes:</b><br>On successful completion of this session, learners should be able to: <ol style="list-style-type: none"> <li><i>1. Demonstrate correct video capture techniques</i></li> <li><i>2. Explain HALT (Heads, Abdomen, Legs and Toes) and AO (Actions and Offences)</i></li> <li><i>3. Describe how using various camera techniques enhances the EG role</i></li> </ol>                                                                                               |                                                                                        |
| <b>Resources/Equipment:</b> <ul style="list-style-type: none"> <li><i>- Classroom</i></li> <li><i>- Computer with mainframe access and MS PowerPoint</i></li> <li><i>- Overhead Projector and screen</i></li> <li><i>- Seating for all learners</i></li> <li><i>- Table or chairs with writing pad</i></li> <li><i>- Two trainers</i></li> <li><i>- Learners in dress of the day</i></li> <li><i>- Writing Pad</i></li> <li><i>- "HALTAO Video Capture Techniques" PowerPoint</i></li> </ul> |                                                                                        |
| <b>Pre-session Preparation:</b><br>OHS Inspection of the training facility completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><b>Comments:</b> <ul style="list-style-type: none"> <li><i>- Risk Assessment in place for the venue and checked</i></li> <li><i>- Health and Safety Check of the working area – Suitable for session</i></li> </ul>                                                                                                              |                                                                                        |

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- All trainers are first aid qualified
- Location of First Aid kits have been identified

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VICTORIA POLICE

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| Session Name: HALTAO – Video Capture Techniques |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                              |         |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------|
| Delivery Method                                 | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Delivery Resources                           | Time    |
| Face to Face                                    | <p>During Knowledge Checks and De- briefs consideration should be given to utilising Open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask Questions at relevant times throughout the session.</p> <p>Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen).</p> <p><b>Introduction</b><br/>Trainers will introduce themselves and the session</p> <p><b>Maslow</b> - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc.</p> <p><b>Gestalt</b> - Route map of session outlining Aim and Objectives.</p> <p><b>Knowledge Check</b> - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).</p> |                                              | 5 mins  |
|                                                 | Trainer is to present the Power Point titled <i>"HALTAO Video Capture Techniques"</i> to the learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | "HALTAO Video Capture Techniques PowerPoint" | 40 mins |

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|  | <p>This lesson will be classroom based.</p> <p><b><u>SLIDE 1</u></b></p> <p>HALTAO – Video Capture Techniques</p> <p>Brief introduction to the lesson</p> |  |  |
|  | <p>35(1)(b)</p>                                                                                                                                           |  |  |

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|  | <p><b><u>SLIDE 4</u></b></p> <p><b>Actions and Offences</b></p> <p>Actions and offences should be captured, with the actions described in detail (if needed).</p> <p><i>(Underarm a pen across the room and get the group to describe your actions)</i></p> <p>Get learners to describe the actions of the person throwing the pen. How is the pen thrown? Was force used? If you don't know what the object is, call it an object, remembering it becomes a missile when thrown. Describe items around the area if needed, did the pen hit window, or the third window on the left?</p> <p>Don't nominate the specific offence, save that for the Prosecution, instead describe the offence. Describe the window smashed, or the door is broken. Don't nominate criminal damage or similar during the commentary.</p> <p><b><u>SLIDE 5</u></b></p> <p><b>Nicknames</b></p> <p>When you have described someone previously and you see them again, consider using a nickname so you don't have to describe them again. Avoid using discriminatory or offensive nicknames.</p> |  |  |
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Nicknames can be a very useful tool when you see Persons of Interest (POI's) throughout the day but you don't know their identity. This will save you describing the individual every time you see them. Nicknames are an effective way of nominating certain individuals without knowing the identity of the person.

### **SLIDE 6**

#### **Cause and Effect**

Trainers should explain to the group what is meant by 'cause and effect' and ask the group to nominate an example where they witnessed same. Using examples known to learners should help them consolidate learnings. Public Order examples could include throwing missiles results in property damage or choosing to stand on the roadway could cause traffic delays and upset commuters.

### **SLIDE 7**

#### **Framing the shot**

When you set up to frame the shot you have to ask yourself how you want the shot to be viewed. Think of how the nightly newsreader is shot and why there is a space between the top of the screen and the top of the head. Where is the focal point of the shot? What are you trying to capture?

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### SLIDE 8-10

#### **Rule of thirds**

Discuss the 'Rule of Thirds' and why this is a popular techniques used by photographers throughout the world. Show some examples of images that have displayed this technique and ask the learners where the focal part of the image is.

### SLIDE 11-12

#### **Panning**

Video: Better Call Saul – 1 min 30 seconds

Panning is a technique used to capture surrounding images by moving the camera without zooming. Panning too quickly will lose image quality and void any purpose of the EG's in attendance. Panning effectively will provide an overall picture of the surrounds and should capture any persons or images in the area.

The video camera will have a feature telling the operator they are panning too quickly but learners won't fully understand how much effect panning has until they review the footage. Panning can be used when capturing the cause and effect of an incident.

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### **SLIDE 13**

#### **Zooming**

When filming you need to be mindful of overusing the zoom function. Zooming could look acceptable when using the viewfinder but when the playback appears on the monitor the zooming is intensified. Zooming can be very helpful when wanting to focus on a particular subject or item and can be used to advantage when used correctly.

“Tromboning” or zooming in and out frequently should be avoided as your images lose clarity and you also lose your situational awareness. The zoom feature should be used when attempting to gain specifics on a person or object or when you feel using the zoom is safer to do so.

Zooming can also be used as a safety consideration. Using zoom effectively can reduce the need for EG’s to be in close vicinity of public disorder in some instances.

### **SLIDE 14-15**

#### **Still Images**

Still images can be vital when capturing persons of interest or specific locations. This can be completed by using the ‘Photo’ button at the top of the camera near the viewfinder. Still images can be taken regardless of if you are recording vision at the time or not.

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**\*Please note\*** – Still images cannot be taken when you are using the '**Intelligent Active**' setting in the SteadyShot settings. Choosing the 'Active', 'Standard' or 'Off' for SteadyShot will allow you to take still images.

### **SLIDE 15**

#### **Capturing Identification**

The following images were taken at the recent TBC Flag march. The first image depicts the commencement of the march near the exhibition centre. This image gives a good overview of who is at the event without the need to film.

Image two shows how clear motifs and logos appear in still images when taken in focus. Identifying features such as markings on clothing assist when identifying possible offenders, witnesses or victims.

Images three and four show the value of still images when used in conjunction with one another. The first image is an overview of a person, with the second focussing primarily on the shoes of the person. From this we could identify this individual from their shoes, particularly if there were distinguishing features.

### **SLIDE 16**

The identification of offenders is crucial when prosecuting matters and EGs should consider capturing during the deployment. This was captured on 'White Night' where these two individuals used a projector (Image 2) to display a non-authorised

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message on a structure. EGs on the night were in a position to film the individuals involved and also the identification used in this instance.

You can also consider filming notebooks from members involved in obtaining information if you arrive late at the location.

### **SLIDE 17**

#### **Situational Awareness**

Video:  length 1min

Whilst not strictly not a technique, situational awareness is one of the most important traits needed by an EG. Members should try and avoid being 'stuck in the moment' or having 'tunnel vision' when filming and be aware of various surroundings. The role of the 'Safety' is crucial in this with the role extending to communications and observing the entire scene.

Situational awareness affects everything you do as an EG.

### **SLIDE 18**

#### **Previous EGT Deployments**

**Clip One:** This footage was taken from the True Blue Crew march in 2018. Trainers must make learners aware of the dangers of getting too close to the situation and assisting other Police members during a deployment. During this the EG's on the day were far too close not only for their personal safety but also for

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|  | <p>evidentiary purposes. In the first few seconds of the clip we are unable to establish what is happening due to lack of situational awareness.</p> <p><b>Clip Two:</b> Remember what your role is when performing EG duties. During this deployment the EG was required to assist in crowd management whilst filming. You can see by the quality of the footage (or lack thereof) what happens when your focus turns to performing other roles. Whilst performing EG duties you can never rule out performing other duties but when you do it greatly affects the EG role and the reasoning for your attendance at the event.</p> <p>(TBC 2018 EGT210) Clip C008<br/>(Scott Morrison Breakfast 2017) Clip S1380011</p> <p>Some of the topics overlap and are repeated during this exercise but where relevant this should enhance the learning opportunities.</p> |  |        |
|  | <p><b>Conclusion</b></p> <p>The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be;</p> <ul style="list-style-type: none"><li>- What is tromboning?</li><li>- What does H.A.L.T stand for?</li><li>- What is the benefit of using nicknames?</li></ul> <p><b>THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.</b></p>                                                                                                                                                                                                                                                                                                                                                                              |  | 5 mins |

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